

English A Reading Journal

In the next 12 weeks, you will need to read 10 Graded-Readers and complete 10 entries in your Reading Journal. Every week, I will collect your Reading Journal entry, and I will give you another print to use for your next entry.

The Reading Journal is where you report on the **graded readers** you are reading outside of class. For this, you need to select books from the graded-reader section of the library. When choosing a graded reader, you will notice that the books are divided into different categories (sometimes by color, and sometimes by number) depending on how difficult they are and/or how many words are used. You should select a book that "fits" your reading ability. How can you decide if a book fits you? First, look at the chart below and match your EPER score with the level of graded reader. Then, try reading one page and if you understand 80-90% of the story, that book is probably good for you. You should be able to find 3-4 words that you don't know, but not more than that. If you look at a book and there are more than 5 words per page that you don't know, then it is too difficult. Please be careful to pick books that fit you as a reader. If the books are too short or too easy, you will not learn anything new from them. If they are too long or difficult, you will spend too much time trying to understand each word and you will miss the deeper meaning of the story.

Next week, you will be given your score on the EPER Reading Exam which you took last week. You can also use this score to help you choose books that fit your level.

EPER Reading Levels and Corresponding Graded Readers

LEVEL G (EPER Scores: 0 - 11) -average vocabulary 200 - 400 words	MacMillan Guided Readers, Starter Level ¹ Oxford Bookworms: Fact Files, Stage 1 Oxford Bookworms: Stage 1 / Starters	Oxford Dominoes, Starter Penguin Readers, Easy Starters / 1 Beginner
LEVEL F (EPER Scores: 12 - 17) -average vocabulary ~600 words	Cambridge Readers, level 1 & 2 MacMillan Guided Readers, Beginner ¹ Heinemann New Wave Readers, Levels 2 & 3 Oxford Bookworms, Stage 2 Oxford Bookworms: FactFiles, Stage 2	Oxford Dominoes, One Lady Bird Favorite Tales, all Longman Classics, Stage 1 Penguin Readers, Level 2 Elementary
LEVEL E (EPER Scores: 18 - 24) -average vocabulary ~800 words	Cambridge Readers, level 2 & 3 MacMillan Guided Readers, Beginner ¹ Heinemann New Wave Readers, Level 4 Oxford Bookworms, Stage 2 & 3	Oxford Bookworms: FactFiles, Stage 2 Oxford Dominoes, Two Longman Classics, Stage 2 Penguin Readers, Level 2 Elementary
LEVEL D (EPER Scores: 25 - 34) -average vocabulary ~1200 words	Cambridge Readers, level 3 MacMillan Guided Readers, Elementary ¹ Heinemann New Wave Readers, Level 5 Oxford Bookworms, Stage 3 Oxford Bookworms: FactFiles, Stage 3	Oxford Dominoes, Three Oxford Progressive Reader, Grade 1 Longman Classics, Stage 2 Penguin Readers, Level 3 Pre-Intermediate Penguin Simply Stories, Level Two
LEVEL C (EPER Scores: 35 - 44) -average vocabulary ~1600 words	Cambridge Readers, level 4 MacMillan Guided Readers, Intermediate ¹ Oxford Bookworms, Stage 4 & 5 Oxford Bookworms: FactFiles, Stage 4	Oxford Progressive Reader, Grade 1 Longman Classics, Stage 3 Penguin Readers, Level 4 Intermediate Penguin Simply Stories, Level Three
LEVEL B (EPER Scores: 45 - 54) -average vocabulary ~1900 words	Cambridge Readers, level 4 & 5 MacMillan Guided Readers, Upper ¹ Oxford Bookworms, Stage 4 & 5 Oxford Progressive Reader, Grade 2	Longman Classics, Stage 4 Penguin Readers, Level 5 Upper-Intermediate Penguin Simply Stories, Level Four

¹ also known as Heinemann Guided Readers

The Reading Journal Format

As you are reading your graded reader, you will need to write your Reading Journal entries on the handouts that I give out each week. I have given you a sample of that handout today. Please take a look at it.

- Write your name in English.
- Write the number of your class. (①, ②, ③, etc.)
- Write the number that entry. (Entry 1, Entry 2, etc.)
- Write the date you **hand in** that Reading Journal entry.
- The Personal Vocabulary List is where you will keep a list of the most **important NEW words** you find. Although most of the words in this list will come from the books you read in the Reading Module, you can include any words or expressions you find in any of your English classes. You must do 10 words each week, and with EACH of these words, you will need to include the following information.
 - the new word
 - the Japanese translation of that word
 - the form of that word (a noun (名詞), verb (動詞), adjective (形容詞), adverb (副詞), etc.)
 - the *original* sentence which the new word came from in the book you read.
 - Here you will write three words that are related to the new word. You can write **synonyms**, **antonyms**, or important **derivatives** of the new word. We will talk about these next week.
 - the Japanese translation of the related words
 - a new sentence using the new word that shows you understand the meaning of the word.
ex. ⊗ I am an *instructor*.
○ The instructor helped his students understand the difficult lesson.
- Write the title of the Graded Reader that you read that week. (*The Adventures of Huckleberry Finn*)
- Write the name of the company that published this graded reader. (Oxford, Heineman, Penguin, etc.)
- Write the Level of the Graded Reader. (Elementary, Stage 1, Level 3, etc.)

16. Here you need to write a **Summary** of the Graded Reader you read for that week. A Summary (要約) is a short description of the **main points**. In your summary, you will need to include all the main points of the story from beginning to end. So take your time, think about the story, and tell the story in your own words.
17. Here you need to write your **Reaction** (感想) to the book you read. A Reaction shows your opinions, thoughts and feelings about story. In your Reactions, you need to first write about your **General Impressions** of the book. Was it good? Bad? Interesting? Boring? Did you like the characters in the book? Did you like the writing style of the author? Were there any parts of the books that you especially liked or disliked? Etc.? Etc.? You should try to answer these questions and WHY you think so.
- Also, I would like you to try to think more deeply about the stories you read and the "**Themes**" (テーマ) the author wrote about. Every story has several themes (love, hate, family, rich vs. poor, friendship, etc.). In your Reaction, I want you to tell me about one of these themes. First, you need to VERY BRIEFLY describe what the *author* thinks about the theme or how the theme is described in the story. Then, I want you to tell me how **your ideas** about that theme compare or contrast (比較対照する) with what the author thinks. I would also like you to write about the experiences you have had with that theme in YOUR life. For example, in the popular story "Romeo and Juliet", the author William Shakespeare writes about many themes, such as family, friendship, young love, and suicide. The following is a sample of how you could write about the theme: suicide
- Theme suicide
- (author's viewpoint)
- In the end of the story, the young lovers Romeo and Juliet kill themselves. In this story, the author describes the suicide as a tragic mistake. They hadn't planned to kill themselves, but they think it is better to be dead than to live without each other.*
- (your viewpoint)
- I think this is just a silly romantic love story. I don't think that people should kill themselves, especially because of "lost love" or when they are so young. They were only 16 years old! They had their whole lives to live. They never had a chance to grow up and experience life. I think they were just immature and stupid. I can't imagine killing myself just because I lost a girlfriend. If I lose one girlfriend, I can find another - maybe a better one! In Japan, it has become popular to commit suicide with people you meet on the internet. I know it might be sad to die alone, but it must be more sad to die with people who are total strangers. Life is too precious to lose by ending your own life. We should live every day as if it were our last day. That way, I think we can really learn to appreciate being alive.*
18. You are required to add 10 words to your Personal Vocabulary List, but if you find any additional words or expressions, add them to this list. These additional words are OPTIONAL, but if you want to improve your English skill you need to be learning more and more new words!
19. As you are reading your book, it is a good idea to keep notes on what is happening. This space is provided for those notes. This is also optional, but if you do keep good notes then writing your Summary and Reaction should be easier.
20. This is a reminder of the suggested reading schedule explained below.

Grading

Each entry is worth 30 points: 15 points for quantity, 15 points for quality. Quantity is how much you write and you will receive all 15 points if you fill in all of the space on the worksheet. Quality is how well you do. For the Summary, your quality score will depend on how well you describe the story from the beginning of the story to the end. You don't need to tell everything, but you need to cover all of the main points from beginning to end. For the Reaction, your quality score will depend on how well you show me that you have really read and understood the book. Also, you will need to show me how the events in this book relate to you and your life.

Reading Journal Schedule

For English A, you are expected to read 10 graded readers and finish 10 Reading Journal entries. You will have one week (7 days) to finish reading each book and completing the Reading Journal. This schedule is optional, but I strongly suggest you try using this or a similar reading schedule. The Reading Journal is much easier to do if you follow a daily routine of reading and writing.

- Days 1 - 2
- a. Choose a graded reader that matches your reading level. Use your EPER score to match your level to the graded readers in the library.
 - b. Survey your graded reader (BEFORE you read the story)
 1. Look at the illustrations (挿し絵) in the book. Imagine what is happening in each illustration and how it might relate to the story. As you are looking at the illustrations, you should try to answer the following questions. Who is in the illustration? What are they doing? How do you think this relates to the story? What is the setting? What objects can you see? etc. **DO NOT** read the story to answer these questions. Use your IMAGINATION and GUESS.
 2. Skim your graded reader for all the words you don't know. Skim means to read quickly and lightly. You are not *reading* the story, just looking for unknown words. After you have finished, copy all your unknown words in the Personal Vocabulary List of your Reading Journal. Then, look up all of these words in your dictionary and write the meanings. You don't need to do all the other activities in your Personal Vocabulary List now. For now, all you need to do is find the Japanese meanings.
- Days 2 - 5
- c. Read for Pleasure
 1. For at least 30-40 minutes every day, read your graded reader. You should be able to read the story two or three times. The first time, read the book as quickly as you can. Don't worry too much about understanding deeply. Just try to get a general understanding of the story.
 2. The second and third time read the story more carefully, more *deeply*. Try to understand everything the author has written. Also, as you are reading, try to identify the most important *themes* in the story and what the author thinks about those themes.
 3. Continue completing the Personal Vocabulary List in your Reading Journal.

Days 5 - 7 d. Writing your Summary and Reaction

1. After you have finished reading the story, go back and review each chapter. Then, write a brief summary of the main points of the story. You can't write everything, so carefully choose the most important points of the story.
2. After finishing the summary, write your Reaction to the story.